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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) interpersonal communication in the reference interview; (2) the relationship of a principal's communication behavior to the teacher's perceived job satisfaction; (3) the relationship between the attitude of trust within a communication climate and attitudes toward unions among white collar workers; (4) the growth of a teacher in a communication project; (5) perceived communication behavior of public school superintendents and communication satisfaction of media representatives; (6) employee communication abilities, communication satisfaction, and job satisfaction; (7) the effects of communication climate variables on the satisfaction and commitment of hospital nurses; (8) critical behaviors of interpersonal competence for clerical workers validated using the Delphi technique; (9) communication among faculty members; (10) the development and evaluation of a training program in interpersonal communication and problem solving skills for premarital couples; and (11) the development of a perceived communication effectiveness scale for graduate teaching assistants. (FL)

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Applied Communication, Argumentation, and Debate :

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INTERPERSONAL COMMUNICATION IN THE REFERENCE INTERVIEW

CROUCH, RICHARD KEITH CHAMBERLAIN, PH.D. *University of Toronto (Canada)*, 1981.

The librarian's role is to minimize the inquirer's intellectual and emotional effort in seeking information. The effectiveness of the reference interview, in which the inquirer's information need is clarified preparatory to a search, depends on open interpersonal communication. Since the inquirer cannot be forced to communicate openly the quality of the librarian's nonverbal and verbal behaviour must make the inquirer feel that it is safe to speak openly with the reference librarian. The problem was to investigate whether there was a 'communication type' of person whose personality traits supported nonverbal and verbal behavior that encouraged inquirers to communicate openly in reference interviews; a type which would be recognized as a superior communicator by inquirers with a variety of personalities.

Drawing from counseling research the qualities of behaviour conducive to effective communication were identified as empathy, genuineness and warmth expressed in a non-intensive manner appropriate to the short duration of the reference interview. The FIRO psychological theory provided the conceptual basis for identifying the underlying traits as Inclusion, Control and Affection needs; the FIRO-B test provided the instrument for measuring them. The measure of communication ability was the Counselor Effectiveness Scale, a semantic differential instrument developed by Allen E. Ivey. *The hypothesis* stated that librarians who score mid-range on the FIRO-B test for each FIRO-B trait will, when observed by the inquirers whom they serve, be scored significantly higher on a measure of communication ability than will librarians who score in the low or high ranges of FIRO-B. Unobstrusive participant observation was used to secure measurements of librarians' communication ability. Each of five observer-inquirers observed each of 25 randomly selected reference librarians from public libraries in Metropolitan Toronto; each asked prepared questions requiring discussion to clarify information need, in the normal library environment; and recorded his rating of the librarian's communication ability while still fresh in his memory, after leaving the librarian. The observation schedule was organized from a Latin square data gathering design devised to distribute the variables of the observation process systematically. This method achieved the desired unobstrusive measurements of the dependent variable. Given the 'communication type' model it was expected that though observers might differ in the level at which they would score a librarian, they would each rank a number of librarians in substantially the same order.

Results. First, high communication scores were significantly associated (the .05 level was used) with librarians' low mid-range Wanted Control scores on the FIRO-B test, showing the hypothesized negative quadratic relationship. Wanted Control accounted for 9.2 per cent of the total variance in communication scores among observers taken as a group. Second, the observers showed significantly similar ranking of librarians by communication ability. Third, for inquirers taken individually, the other FIRO-B traits' association with perceived librarians' communication ability varied; the null hypothesis of no concordance could not be rejected.

The 'communication type' model of the reference librarian was supported by the results for Wanted Control, and by the similar ranking of librarians by communication ability. Genuineness, represented by low mid-range Wanted Control scores appeared to be the most important, and the common factor contributing to open communication in the reference interview.

For empathy, represented by Inclusion scores, and warmth, represented by Affection scores, it appears possible that an interactive compatibility relationship between librarian and inquirer may link these traits with perceived communication ability. This suggests that a mixed model, part 'communication type' and part 'compatibility type' may more accurately describe the effective librarian communicator. Such a mixed model may have practical implications for selecting and training for, and for staffing reference services, and possibly for the organization of departments which provide these services.

DEVELOPMENT OF A PERCEIVED COMMUNICATION EFFECTIVENESS SCALE FOR GRADUATE TEACHING ASSISTANTS AT THE UNIVERSITY OF NEBRASKA

Order No. DA8208345

DANIEL, ARLIE VERL, JR., PH.D. *The University of Nebraska - Lincoln*, 1981. 190pp. Adviser: Gustav W. Friedrich

The purpose of this study was to develop a scale for assessing perceived communication effectiveness of Graduate Teaching Assistants at the University of Nebraska. Recent reports indicate that increasing numbers of Graduate Teaching Assistants have difficulties communicating their subjects to classes. Recent research indicates that "the good teacher is a good talker." In order to aid Graduate Teaching Assistants improve, an instrument was developed from undergraduate and graduate student input to assess student perceptions of Graduate Teaching Assistant communication effectiveness.

The instrument developed in the first part of the study was then used to assess the communication effectiveness of sixty Graduate Teaching Assistants at the University of Nebraska. These Graduate Teaching Assistants represented four colleges and eighteen departments. The data were factor analyzed to determine the elements of the communication effectiveness construct, and to determine the influence of each factor on overall perceptions of communication effectiveness.

Results indicate that three factors contribute significantly to student perceptions of teacher communication effectiveness--Organizational Stability, Instructional Adaptability, and Interpersonal Inflexibility. Additionally, analysis of teacher, student, and contextual demographic data indicate three major findings: (1) female instructors are not rated on their organizational structure as highly as male instructors are, and female students tend to base their instructor ratings more on instructional adaptability and interpersonal inflexibility than do male students. (2) The lower the course level, the lower a teacher's ratings on Organizational Stability and Instructional Adaptability. (3) Credit hours in Speech Communication, and to a lesser extent subject and course level, predict Organizational Stability, Instructional Adaptability, and Interpersonal Inflexibility.

Any number of reasons can be posited for Graduate Teaching Assistants not receiving high communication effectiveness ratings. One of the most plausible is that they generally lack the experience that comes from being in the classroom and experiencing the teacher-student process. Some practical experiences can be provided for Graduate Teaching Assistants through communication skills workshops designed to allow the Graduate Teaching Assistants to experience the classroom situation in a non-threatening atmosphere with others who also need to become more effective communicators.

THE RELATIONSHIP OF THE PRINCIPAL'S COMMUNICATION BEHAVIOR TO THE TEACHER'S PERCEIVED JOB SATISFACTION

Order No. DA8205383

GRIGSBY, CARL JACO, ED.D. *University of Missouri - Columbia*, 1981. 176pp. Supervisor: Dr. James L. Craigmile

Purpose of the Study. The purpose of this study was to investigate the possible relationship of the school principals' perceived communication behavior to the perceived job satisfaction of the teachers in the respective buildings.

Procedures. Data were gathered via mail survey using the *Audit of Administrator Communication* and the *Teacher Job Satisfaction Inventory*. The two instruments were sent to a random sample of Missouri middle/junior high teachers. Data were processed by use of a computer program compiled for that purpose at the University of Missouri-Columbia. Results of this processing were subjected to testing using a stepwise regression analysis, correlation matrices, and partial correlations.

Conclusions. Based on the findings of the study and within the limitations noted, the following conclusions appear warranted: (1) Teachers whose principals demonstrate high communications behavior experience higher intrinsic job satisfaction. (2) The principals' communication behaviors of developer and encourager explain the majority of the variance in intrinsic teacher job satisfaction. (3) The developer communication behavior of principals appears more important to teachers whose principals have lower total communication scores. (4) Principals' communication behaviors have little relationship to extrinsic job satisfaction of teachers.

Implications. A few implications can be derived from the findings of this study. Among them are the following: (1) On the basis of the findings of this study, principals who desire to improve the job satisfaction of the teachers under their administration in the most efficient manner, should use communication behaviors which stimulate and encourage the teacher toward personal and professional growth. Also, communication behavior which utilizes positive, rather than negative, reinforcement should be used by the administrator. (2) A principal is more likely to positively influence the intrinsic dimension of job satisfaction than the extrinsic dimension through his or her communication behavior.

Recommendations. (1) Studies should be conducted on the principalship at all educational levels. These should compare the perceptions of teachers concerning principal communication behavior and their job satisfaction. A larger sample and/or a larger geographic base may produce additional insights which have not yet been discerned. (2) Studies should investigate the relationship of the findings concerning the principal's communication behavior and teacher job satisfaction on the elementary level and secondary level to findings established for the principal's communication behavior and teacher job satisfaction on the middle level. (3) Investigations should be initiated to explore the relationship of perceived principal communication behavior to other factors of the educational organization. (4) Studies should be initiated that explore the relationship of perceived teacher job satisfaction to other factors of the educational organization.

COMMUNICATION AMONG FACULTY: A STUDY OF ORGANIZATIONAL TOKENISM

Order No. 8128407

HEMPHILL, MICHAEL ROYDEN, PH.D. *The University of Iowa*, 1981. 218pp. Supervisors: Professor Samuel L. Becker, Associate Professor Nancy L. Harper

This study examines the relationships between the defining characteristics of the organizational token and the communicative aspects of organizational socialization. The token is typically described as being in a disadvantaged position within the organization, fulfilling a marginal role which severely restricts personal influence. This thesis documents a treatment bias related to organizational tokenism in the form of reduced role-relevant communication.

Two models are formulated to predict the effects of the token group's numerical minority and auxiliary trait expectation violation on the amount of instrumental and expressive information which is sent to and received by the token. The token's expectation violation is predicted to negatively influence the amount of sent and received information, in part through its effects on both task and social attraction and the perceived externality of token behavior. The token group's numerical minority status in a work group is positively linked to performance pressure which, in turn, reduces amounts of received instrumental information. Finally, it is hypothesized that the reduced amounts of instrumental and expressive information contribute to the token's role ambiguity.

63 female faculty members and 137 male faculty members participated in the study. Data collected from the surveys were submitted to path analytic techniques. Contingency table analyses and discriminant analyses, were also conducted in an effort to further explore the relationships proposed by the models.

Expectation violation, task attraction, and social attraction were found to negatively affect the amount of information conveyed by dominant group members to the token. Perceived externality was also found to influence sent information in a negative way, but was not found to be related to expectation violation. The results also suggest that reduced amounts of information facilitate token role ambiguity.

While not all of the hypotheses were supported, the data from this study demonstrate a direct relationship between tokenism and treatment bias in the form of reduced-role relevant communication. This finding strongly supports the notion that the responsibility for aiding the token's disadvantaged status within an organization does not lie solely or perhaps even primarily with the token, but with all members of the token's role set.

A CORRELATIONAL ANALYSIS OF THE RELATIONSHIP BETWEEN THE ATTITUDE OF TRUST WITHIN A COMMUNICATION CLIMATE AND ATTITUDES TOWARD UNIONS AMONG WHITE-COLLAR WORKERS

Order No. DA8209314

JACKSON, BRENDA S., PH.D. *Wayne State University*, 1981. 189pp.

The purpose of this study was investigation of relationships between organizational trust and attitudes toward unions among white-collar employees. Trust was defined in terms of perceptions of credibility, freedom from fear of communication, lack of organizational suspicion and a willingness to self-disclose. Three trust relationships were investigated: superior-subordinate, peer group and top management-employee.

Research Hypotheses. (A) Where the level of trust between superior and subordinate is high, the attitudes toward unions will be unfavorable. (B) Where the level of trust between co-workers is high, attitudes toward unions will be variable. (C) Where the level of trust between top management and the employee is high, the attitudes toward unions will be unfavorable. (D) Non-union white-collar workers will have more favorable trusting attitudes within the organizational setting than will union white-collar workers.

Methodology. Methodology included development of a survey instrument, an attitude measure and a pilot study. A correlational design was utilized which compared attitudes of trust with attitudes toward unions. The study was conducted among union and non-union white-collar workers. A pre-tested, Likert-type rating scale with responses ranging from strongly agree to strongly disagree was used. 385 subjects were surveyed: 235 union and 150 non-union. The response rate was 50.9%, (104 union and 92 non-union).

The statistical measures included factor analysis, multiple regression, correlation analysis and analysis of variance.

Results. The results indicated a consistent pattern and a definite hierarchy of attitudes between the various levels of trust, with all aspects of trust as defined being in evidence. The area of psychological safety (freedom from fear and lack of suspicion) had the most significant relation to favorability of union attitudes and was the most significant variable in predicting direction of favorability. The overall hypothesis was supported: where relationships were demonstrated favorable, response to trust variables resulted in less favorable responses to unions. The levels of significance in the differences between responses ranged from .001 to .05. Findings indicated relationships between trusting organizational attitudes and attitudes toward unions, with level of trust between management-employee being the best predictor of attitudes toward unions.

GROWTH OF A TEACHER IN A COMMUNICATION PROJECT

Order No. DA8203500

KAU, CHING-YEN JAMES, PH.D. *University of Illinois at Urbana-Champaign*, 1981. 205pp.

This dissertation studies the professional and overall growth of a primary grade teacher, Emily, while she was involved in an exploratory in-service teacher education project--the Mini-CAMP Project--with the author over a period of 2½ years. This study in turn leads to an examination of the fundamental meaning of growth in a person, and of the nature of the interaction, *viz*., authentic communication carried by a true commitment to treat the other as equals--which, in the project, made Emily's growth possible.

Part I describes the origin of this study in detail and discusses methodological issues. Part II of the dissertation describes Emily's different levels of understanding, performance, and her attitudes toward math teaching, as well as her interactions weith the so-called "resource persons," at each stage of her development. This information amounts to an empirical account of the content and context of Emily's professional growth in math teaching.

The meaning of this growth is then examined further in Part III, in terms of some genral perspectives on professional development; *viz*., the context of the classroom ecology, the practitioner culture, the acculturation of two professional cultures, and the involvement of the total person. This examination is based on the investigator's intiation

experience into Emily's classroom, and uses the method of *reconstruction in retrospective consciousness*. That is, it (1) reviews the different perspectives, which the participants had of a particular episode or issue in various later contexts at different times, and (2) it reports the author's own various states of consciousness concerning the same phenomenon or issue from different perspectives and/or at different times.

It was found that (1) Emily's professional growth is part of her overall growth experience, and (2) such overall growth seems to be facilitated by the particular communication efforts in the Mini-CAMP Project (detailed results are summarized in Section One of Chapter Ten). A further examination (in Section Two of Chapter Ten) reveals that the essence of such communication is an ethical commitment to human equality, evidenced by authentic person-to-person communication.

Finally, a person-centered approach to in-service teacher education is proposed as an alternative program to present practices. One of the practical steps of such a program would be to surrender the power of teacher educators, which is associated with the facades of knower, director, changer, etc., to the teachers.

PERCEIVED COMMUNICATION BEHAVIOR OF PUBLIC SCHOOL SUPERINTENDENTS AND COMMUNICATION SATISFACTION OF MEDIA REPRESENTATIVES

Order No. DA8203135

POWELL, FRANCES KAY, ED.D. *Oklahoma State University*, 1981. 69pp.

Scope of Study. The purpose of this study was to determine whether a relationship exists between the perceptions of media representatives of the communication behaviors of school superintendents in twelve urban and suburban school districts and the communication satisfaction expressed by those same media representatives. The instrument developed for the purpose of this study included measures for two factors identified in communication behavior: structure and consideration. These factors were measured separately against communication satisfaction.

Findings and Conclusions. A high positive correlation at the .05 level of significance was found to exist between both structure and consideration in communication behavior as perceived by the media representatives, and the amount of communication satisfaction expressed by those same media representatives.

Public sentiment can mean the difference between success or failure of any idea, organization, or administrator's career. The first step in affecting public sentiment for the public school administrator is the ability to communicate both intellectual and emotional information, and thereby influence those who set the agenda of public discussion: reporters and editors representing the media. Results of this investigation showed when consideration and structure factors in the superintendents' communication behavior were perceived as high by media representatives, their communication satisfaction was also high. Communication satisfaction has been developed as a measure of leadership effectiveness. Therefore, the superintendents who create greater communication satisfaction with significant groups should be more effective in influencing those groups. Too often, however, administrators lack confidence in their communication abilities and fail to make use of their communication resources. Improved communications training for administrators could boost confidence and offer insights into the many possibilities for improved communication.

A MULTIMETHOD INVESTIGATION OF EMPLOYEE COMMUNICATION ABILITIES, COMMUNICATION SATISFACTION, AND JOB SATISFACTION

Order No. DA8204774

SYPHER, BEVERLY DAVENPORT, PH.D. *The University of Michigan*, 1981. 159pp. Chairman: C. William Colburn

This study utilized a between methods triangulation strategy to examine the relationship between perceived and demonstrated measures of communication relevant abilities and the impact of these abilities on specific organizational communication outcomes. Data collected in a large eastern insurance corporation revealed several important findings.

First, supervisors were the most critical evaluators of a target person's communication behavior, and subordinates were the most lenient. Target persons rated themselves higher than any of the raters.

Second, there tended to be a great deal of intrarater consistency across traits; Pearson r coefficients ranged from .33 to .73. There also were strong correlations between demonstrated measures (e.g., perspective-taking task, persuasive arguments task and cognitive complexity); Pearson r coefficients were .44, .56 and .58).

Third, there was only minimal support for convergence among different methods of measuring the same communication relevant ability. More specifically, only supervisors' perceptions of the target persons' perspective-taking ability correlated positively and significantly with the perspective-taking task ($r = .38$, $p < .01$), and only supervisors' perceptions of the target persons' persuasive ability correlated with the persuasive arguments task ($r = .25$, $p < .05$). Although the correlations were weak to moderate, these results also showed that cognitively complex persons (Crockett's 1965 RCQ measure) judged themselves to be more effective communicators, and supervisors and peers judged them to be more persuasive than less complex persons.

Fourth, the relationship between communication relevant abilities and specific communication outcomes seems to be strongest between persons at the same job level. Peers and supervisors were more satisfied with organizational communication when their coworkers (e.g., target persons) were better perspective-takers. Peer ratings of interpersonal and organizational communication were significantly and positively related, and further, peers were satisfied with their jobs when they were satisfied with organizational communication. Finally, perceived communication relevant abilities, interpersonal communication satisfaction and worker attractiveness were all positively correlated, one with the other.

A STUDY OF THE EFFECTS OF COMMUNICATION CLIMATE VARIABLES ON THE SATISFACTION AND COMMITMENT OF HOSPITAL NURSES

Order No. DA8204128

TROMBETTA, JOHN JOSEPH, PH.D. *State University of New York at Buffalo*, 1981. 212pp.

According to organizational theory, the continued successful existence of an organization depends upon its ability to offer a working climate which enhances the organizational commitment and satisfaction of its employees.

Communication theorists agree that a substantial proportion of the working climate is dependent on the communication in the organization. "Communication Climate" encompasses a variety of dimensions including openness to communicate, mutual trust, quality message flow, availability and usefulness of feedback channels as well as other concepts that reflect the communication activities in an organization.

In view of this, this study investigated the satisfaction and commitment among hospital nurses as a function of communication climate as measured by the communication variables of information adequacy, open communication, and participation in decision making. These communication variables were chosen because prior communication research indicates that each of these variables has an impact on satisfaction and commitment. However, the relative importance and relationship of variables of this specific cluster of variables has not been researched. Hence, it was hypothesized that commitment and satisfaction among hospital nurses would increase as a function of increased information adequacy, open communication and participation in decision making.

The aforementioned variables were measured through survey questionnaires. The questionnaire was composed of several instruments along with a background questionnaire (age, assignment, shift, length of service, open ended question) used and tested in previous research within organizations. The subjects for this study consisted of 495 hospital nurses employed in four general care hospitals in Western New York. The statistical techniques of multiple regression with analysis of covariance and a cannonical correlation were utilized.

The results indicated a strong relationship between satisfaction and a combination of communication openness along with information adequacy. Of subsidiary importance was the positive link between commitment and information adequacy. However, the inclusion of the demographic controls confounded this second pattern inasmuch as a nurse's age took precedence over information adequacy and heightened the importance of participation in decision making.

CRITICAL BEHAVIORS OF INTERPERSONAL COMPETENCE FOR CLERICAL WORKERS VALIDATED USING THE DELPHI TECHNIQUE **Order No. DA8207802**

VICE, JANNA PARTIN, ED.D. *University of Kentucky*, 1981. 239pp. Director: Dr. Elaine F. Uthe

The importance of interpersonal competence in organizations is widely recognized. However, clerical workers' deficiencies in "getting along" with others continue to pose problems for business. A total of 291 usable critical behaviors (with ratio of negative to positive 2:1) were reported by 95 clerical workers at nine Central Kentucky companies.

The research design (1) used a modification of Flanagan's critical incident technique, (2) extracted the behavioral statements and categorized them into 17 negative and 12 positive groups, (3) verified the categorization with a preliminary-sort panel, and (4) used a modified Delphi technique to predict the *degree of effect* and *degree of consensus* for each critical behavior.

The Delphi panel of supervisors (in a three-round procedure) used a 5-point Likert scale to identify 42 "highly negative" and 24 "highly positive" critical behaviors as having the greatest *degree of effect*. Over one half of the "highly positive" critical behaviors pertained to helping co-workers. Over one third of the "highly negative" critical behaviors were included in categories Gossiping and Being Rude.

The 249 critical behaviors were ranked by group means, and standard deviations were calculated to determine the Delphi panel's *degree of consensus* (agreement) for each. Clerical workers and supervisors were apparently able to distinguish between negative and positive critical behaviors. They also agreed on the effect of 244 of the 249 critical behaviors. Although negative critical behaviors can be distinguished, they continue to impede clerical workers' interpersonal competence.

THE DEVELOPMENT AND EVALUATION OF A TRAINING PROGRAM IN INTERPERSONAL COMMUNICATION AND PROBLEM-SOLVING SKILLS FOR PREMARITAL COUPLES **Order No. 8128334**

ZOOROW, RICHARD JOSEPH, PH.D. *The University of Arizona*, 1981. 124pp. Director: Elizabeth B. Yost

The purpose of this study was to investigate the effectiveness of a brief communication and problem-solving skills training program for premarital couples. The study proposed that couples who participated in the training program would demonstrate significant increases in verbal facilitative and problem-solving behaviors as well as in relationship satisfaction.

The research design was a pretest-posttest control group design. Couples were randomly assigned to treatment and control groups; there were 10 couples in each group. The experimental treatment was a one-day workshop which trained couples in eight specific listener and speaker skills and a four-step problem-solving procedure. The training methodology included lecture, discussion, modeling, behavior rehearsal, and feedback.

The instruments used were the Marital Interaction Coding System (MICS), the Premarital Communication and Problem Solving Rating Scale (PCPSRS), and the Dyadic Adjustment Scale (DAS). Data analysis included analysis of covariance and correlated *t* tests. The results indicated that couples who participated in the training did not significantly differ at posttest from the control couples on any of the measures. The experimental couples did not show significant gains from pre- to posttest on any of the measures; however, six control couples who participated in the training after posttesting did show a significant increase in their use of problem-solving statements at the time of follow-up testing. The researcher-constructed PCPSRS was found to correlate positively and significantly with the DAS. A consumer satisfaction questionnaire found that all the participants who received training reacted favorably to this experience. Limitations of the study are noted and recommendations for further research are made.